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ABSTRACT

In response to teachers' requests for specific information about implementing the curriculum in the Expository Writing Program (EWP), this manual presents the instructional methods and materials used during the Teaching Expository Reading and Writing Project. First, the lines of research that formed the basis for the instructional program are described, specifically research on question-answer relationships, research on informational text structures, and research on writing processes. Next, EWP is described in terms of the rationale, methods, and materials used. This description is followed by a discussion of the impact that participation in this program had on the organization and quality of students' writing as well as students' attitude toward writing. Sample instructional sequences and other instructional materials are appended. (Author/SRT)

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Occasional Paper No. 104

TEXT STRUCTURE INSTRUCTION WITHIN PROCESS-WRITING CLASSROOMS: A MANUAL FOR INSTRUCTION

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and Carol Sue Englert

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Abstract

This manual presents the instructional methods and the materials used during the major study of the three-year Teaching Expository Reading and Writing Project. It is a guide written for teachers to establish an Expository Writing Program (EWP) and was prepared in response to requests for specific information about implementing the curriculum described in project presentations. The goal of the project was to make explicit connections between instruction in both writing and reading. Three lines of research formed the basis for the instructional program described in this paper. First, research in text structures suggests that different text structures exist, each answering a different set of questions. Further, this research suggests that knowledge of the ways texts are organized is an important element in a reader's ability to identify and remember important information. This research also suggests that skilled writers are aware of ways texts are organized and use this knowledge when creating text. Second, current research in writing emphasizes the writing process, rather than only the final product, identifying writing as a nonlinear process that consists of a number of component processes such as prewriting and planning, drafting, revising, and copy editing. This research also suggests that to develop skilled writers it is important to encourage students to participate in the writing process for real purposes and audiences. Third, research in staff development underscores the importance of long-term collaboration for real change in instruction to occur.

In this paper, the EWP is described in terms of the rationale, methods, and materials used. This description is followed by a discussion of the impact that participation in this program had on the organization and quality of students' writing as well as students' attitude toward writing.

TEXT STRUCTURE INSTRUCTION WITHIN PROCESS-WRITING CLASSROOMS: A MANUAL FOR INSTRUCTION

Taffy E. Raphael, Becky W. Kirschner, and Carol Sue Englert[1]

"I'd like to do more writing instruction, but I'm not sure where to begin." "I know that it's important for my students to write and revise their papers, but I'm not sure what kind of help they need." "How do I get my students to share their writing?" "I'd like to publish my students' writing, but we don't have many resources in my district to do that." These comments by classroom teachers of different grade levels are typical of those heard during inservice workshops on writing instruction. The guide to teaching writing in this manual has been prepared in response to teachers' requests for specific information about implementing the curriculum described in presentations we have made about the Expository Writing Program (EWP).

The Expository Writing Program was part of a three-year research project conducted through the Institute for Research on Teaching, Michigan State University, and was designed to improve upper elementary and early middle school students' comprehension and composition of expository text. In the first year, two researchers worked with a sixth-grade teacher, implementing a one-month instructional program teaching students about text structures in reading and writing (Raphael & Kirschner, 1985). In the second year, three researchers and six fifth- and sixth-grade teachers collaborated to introduce a

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yearlong curriculum focusing on creating a writing environment that emphasized the writing process and the role of text structure knowledge in both writing and reading (Kirschner, Raphael, & Englert, 1986; Raphael, Englert, & Kirschner, 1986; Raphael, Kirschner, & Englert, 1986). In the third year, the EWP focused on discovering those aspects of the program integrated into the ongoing writing curriculum after formal researcher involvement ended. Included in this report are (a) an introduction that establishes the rationale underlying our program, (b) a description of the methods and materials used during the second year study in the instruction of upper elementary students in expository or informational writing and reading, and (c) a discussion of the effects of the program on students' writing of informational papers and narratives from personal experiences and on their attitudes toward writing.

Program Rationale

Three lines of research influenced the development of the EWP, designed to improve both composition and comprehension: research on question-answer relationships (QAR), research on expository (i.e., informational) text structures, and research on the writing process.

Question-Answer Relationship Research

Research on question-answer relationships focuses on sources of information used when readers respond to comprehension questions or other written tasks following the reading of a text. Question-answer relationships research includes studying the effects of teaching students about sources of information, the effects of asking students to answer different types of questions during and after reading, and the ability of readers and writers to synthesize across different texts. Raphael and her colleagues (Raphael, 1986; Raphael &

Pearson, 1985; Raphael & Wonnacott, 1985) have found that teaching upper elementary and junior high school students about sources of information for answering questions (i.e., QAR) helped students to understand expository texts better. Improved comprehension was shown in students' enhanced ability to answer different types of questions using appropriate text-based and background knowledge information, although the degree to which students improved varied according to the type of question.

Research examining the effects of asking students different types of questions (e.g., Lipson, 1983; Wixson, 1984) suggests that one of the most difficult question-answer relationships for young students is one for which students must integrate information from various parts of a text. For example, assume students have read about the voyages of Columbus and Magellan. An example of a QAR requiring text integration might be, "How were the voyages of Columbus and Magellan alike and how were they different?" Students have more difficulty with this type of QAR--which requires they "think and search"--than with questions asking for explicit detail or for information from background knowledge.

Although we might assume that the ability to integrate information from across texts improves with experience or more schooling, research with university students suggests otherwise. Adults' ability to integrate information may parallel that of younger stuents. For example, Spivey (1984) examined able and less able university students as they read more than one text and wrote summaries requiring intergation of information across the texts. She found that the less able college students had difficulty selecting important information and integrating it when writing summaries.

Students are not always aware of how texts are structured, which may contribute to the difficulty readers and writers of all ages apparently have in synthesizing or integrating information from a variety of sources and on different tasks (Englert & Heibert, 1984; McGee & Richgels, 1986; Taylor & Beach, 1984). Without text structure knowledge, readers may not have successful "search strategies" to determine and locate important information.

Text Structure Research

We turned to text structure research to determine if instruction in text structures could help students with the more difficult task of integrating information when reading and if such instruction would also enhance their ability to write informational texts. Text structure research has suggested that different structures exist (Meyer, 1975) and answer different types of questions (Armbruster & Anderson, 1984). Instruction in text structures has been found to improve students' comprehension and composition of stories (Fitzgerald & Spiegel, 1983; Gordon & Braun, 1985). Research on the effect of text structure instruction on comprehension and composition of expository text seems promising (Raphael & Kirschner, 1985; Taylor & Beach, 1984).

Raphael and Kirschner (1985) examined the effects of teaching students about the text structure underlying one type of think and search QAR--compare/contrast--on their ability to recall text they had read, to summarize information from two different texts, and to write a comparison/contrast paper about a topic of their choice using information from their background knowledge. They found that such instruction did improve sixth-grade students' recall and their summaries of text. Their papers were better organized, had more relevant information, and used key words and phrases appropriately. Although Raphael

and Kirschner (1985) found that technically students' compositions from background experiences also improved (they were better organized and contained more information), the students' papers lacked "voice," were not interesting, and would not be the type of papers we would want to encourage children to produce. This was not surprising because the students had not participated in writing activities designed to create a sense of authorship: They were writing (a) for the researchers, not for themselves or peers, (b) for evaluation, not for learning or publication, (c) for first drafts, rather than as part of the writing process, and (d) with no sense of ownership. To improve both comprehension and composition of students' writing, we concluded that instruction in text structures should be embedded within a writing curriculum that stressed the writing process, particularly the roles of purpose and audience.

Research on Process-Writing Instruction

The third line of research, teaching the process of writing (see Applebee, 1981; Graves, 1983; Murray, 1982) has triggered the interest of teachers across the country. This research describes writing as a nonlinear process, consisting of a number of different activities: prewriting, drafting, editing, revising, and eventual publication or sharing with an audience (Flower & Hayes, 1981). Key elements of successful writing instruction programs include writing for a real purpose and real audience in a supportive environment that provides frequent, if not daily, opportunities for sustained writing.

Many teachers today, however, are at a distinct disadvantage when it comes to teaching writing. Few have had any methods course in writing during their teacher training programs. Few consider themselves to be writers. The

writing curriculum is often rather vague, and time allotted for writing tends to be minimal (Florio & Clark, 1982). For these reasons, we were interested in creating and testing a writing program that could provide the support necessary for interested teachers. This support needs to (a) provide both teachers and their students with a basic understanding of the components of writing, (b) provide methods for teaching students effective writing strategies for each component of the writing process, and (c) provide suggestions for creating an environment in which students feel comfortable sharing their papers with a real audience of peers and adults.

In the next section, we will describe the materials and methods we developed as part of the program designed to increase teachers' and students' understanding of the writing process and to provide a bridge or link from this writing instruction to student's reading of informational texts (e.g., content area texts as those used during social studies instruction). Materials and methods were developed for two aspects of instruction. The first phase involved creating a writing environment in which students were introduced to components of the writing process (prewriting, drafting, revising, copy editing) and then provided with opportunities to experience and practice each component while writing four different expository texts (narration, explanation, compare/contrast, and problem/solution). The second phase involved extending students' writing to social studies content as they learned questions they could use to guide their search for important information and their planning, editing, and revising of different types of texts.

The Writing Process: Creating the Writing Environment

For the writing program to succeed, students needed to think of themselves as authors communicating with readers (Tierney & LaZansky, 1980).

Thus, an important first step involved creating an atmosphere within which students would become authors and providing students with tools or strategies for communicating their ideas to their readers. The environmnent was defined in terms of writing for a real purpose and a real audience. Purpose and audience were inextricably linked together in our program from peer editing through the process and publishing of students' final drafts. Thus, students' purpose was publication; their audience included peers (through peer editing) as well as a larger audience of students in other classrooms, the principal, teachers, and parents.

In creating the writing environment, our teachers used several methods to pair students for peer editing and other sharing of their writing. One method was free choice: Students picked whomever they wished as a partner. The partners remained a team until the students decided to change. In one classroom, Stacy and Veronica[2] established that they were an editing team. They always sat at the round table in front of the room during writing, and they were recognized as "owning" that space throughout the year by the rest of their classmates--without ever stating their role explicitly to their teacher or friends. (This partnership even extended to their selecting each other as camp buddies when their class went on a camping trip). In another classroom, students selected their editing partners but could not have the same partner two weeks in a row. In another classroom, the teacher established the pair. In still another, a combination of methods was used.

To establish an audience beyond the peer-editing pairs, other methods were introduced early in the program to provide opportunities for teachers to

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[2]All names are pseudonyms.

model for the students how to respond to each others' work in positive but constructive ways. For example, Graves and Hansen (1983) suggest having an "author's chair" in which student writers sit to share their writing with their classmates. During the sharing sessions, students responded to the authors with questions about the work, where the ideas came from, additional information that would help clarify, and so forth.

In our program, we found that students were initially intimidated when faced with reading their own work to the entire class. Thus, we established two authors' chairs. The class divided into two groups, with two student authors simultaneously sitting in the special chairs, each reading his or her work to half the class. The students, who were in two groups clustered around the two writer/readers, were full of comments and suggestions. The teachers discouraged vague, general comments such as, "that's good," or "the middle needs help." Instead, teachers used these sessions to model more useful responses such as "The part that I like the best is where you describe . . ."; "It made me think of . . ."; or "I'm confused in this middle part . . . I need to know more about why you were there in the first place."

Providing such an environment offered necessary but insufficient support. Students also needed strategies for effective prewriting, drafting, peer editing, and revising. To provide concrete support for the students and their teachers, we developed six color-coded "think sheets" based on materials used in a university developmental writing course (Kirschner & Yates, 1983). These think sheets were designed to prompt appropriate writing strategies during different aspects of writing: prewriting, first draft, reflecting on the first draft to prepare for peer editing, peer editing, revision, and next (or final) draft. Each think sheet consisted of guide questions or statements.

For example, when writers plan a paper, they consider topics that would be interesting to their readers. They consider their purpose for writing and select an appropriate form or organizational pattern. Students may choose to write for an audience of their peers about how they selected their pets. Their purpose could be to help other students make similar decisions, and their papers would take the form of an explanation. Thus, the first think sheet contained questions and prompts designed to encourage students to consider their topic, purpose, audience, and form. The think sheets were designed to support new writers and new writing teachers. It is important to recognize that, over time, students and teachers should become more comfortable with the different aspects of the writing process and gradually rely less on the think sheets.

The six think sheets are reproduced in Appendix A. Each think sheet was printed on different colored paper primarily for management purposes. Teachers could easily identify the aspect of writing that students were involved in as students began to work more independently. Thus, students who were working at their desks with both a green and a blue think sheet were easily identified as working on their first drafts (blue), using their prewriting think sheet (green) for reference.

In this phase of the EWP, teachers created a writing environment using the think sheets for support. They introduced students to each think sheet using methods described below, initially working in sequence through the writing process, using primarily whole group instruction. Students completed six cycles using the think sheets, writing one narration, one explanation, two comparison/contrasts, and two problem/solutions (one focusing on a problem and its cause, the other focusing on a problem and its solution). Teachers

initially introduced the think sheets, as described below, when students wrote their narratives. This introduction took approximately six lessons, one for each think sheet. The remaining five writing cycles, for the remaining five text structures, usually took three sessions, each lasting about 45 minutes. In each of these sessions, students usually completed two think sheet activities. As students became more familiar with the writing process, they began to move through the writing process in a nonlinear fashion, using the think sheets as guides, in a manner more natural to accomplished writers. Eventually, students selected, for a second revision, their favorite piece of the six they had written for publication in their class magazine or book.

Think Sheet #1: Prewriting

The first think sheet (see Appendix A) was designed to prompt each student to consider the subject, audience, purpose for writing, and form or organizational pattern. This think sheet played an important role in assisting the teacher in the main goal of the lesson: introducing students to the activities in which writers engage before they actually begin to write. We found that, when students first participated in this lesson, they frequently made such comments as "I thought we were going to write." or "When will we begin writing?" These comments indicated that, whereas skilled writers frequently engage in prewriting activities, young, inexperienced writers do not. The prewriting lesson consists of structured discussions based on the prewriting think sheet. The following, directed at the teacher, describes in detail how such a lesson may be conducted.

1. General goals for the day. Explain that there are several things students should do to get ready to write a paper: (a) think of a subject or

topic that is interesting to the writer and that he/she knows a lot about; (b) think about who will read the paper (i.e., audience) and what subjects might be interesting to the reader; (c) think about how the writer wants the reader to feel when reading the paper (i.e., purpose); and (d) think about how the writer might arrange the ideas to make them easy to follow (i.e., form).

2. Brainstorming for writing topics. Direct the students to consider the first activity for the day: topic selection. Ask them to think about the assignment and have them jot down a few words to remind them of any ideas they have on the blank piece of paper. For example, to write a story, they may choose to write about a personal experience such as being separated from their family or getting lost during a trip to the shopping mall. They might jot down the words "the time I got lost at the mall" as a reminder. Next, ask the students to think back to the event or to picture the subject they plan to write about. Then ask them to brainstorm, on the blank paper, all the ideas they can recall about the experience. Tell them they can write words, phrases, or whole sentences, but the goal is to keep writing for at least five minutes. At the end of five minutes, they should reread what they have written and answer the two questions on the prewriting think sheet in the section about "Subject" (i.e., "I want to write about this topic because . . ."; "Two things that I already know that will make it easy to write this paper are . . ."). If they cannot think of why the topic is interesting or what they know that will make the story easy to write, they probably have not selected an appropriate topic or have not thought about their topic enough before writing about it. It is important to stress continually that brainstorming is just one of many different ways to select topics, that topic selection is a critical part of the writing process.

3. Sensitizing students to audience. Next, discussion should focus on determining the potential audience for the students' papers and on deciding

what aspect of their topics the audience would find most interesting. The students should then be directed to write their answers to the questions under the "Reader" section on their prewriting think sheet: (a) Who will read my papers? and (b) What will my audience find interesting? If any students indicate that the subject would not be interesting to their readers, or that they would rather not share it, encourage them to select a different topic at this time. Suggest they write more private things in their journals (if they keep them) or for a different assignment. In fact, this is a type of "teachable moment" because a brief discussion would be appropriate concerning why writers write on different topics for different audiences.

4. Sensitizing students to purpose in writing. Purpose is a third element essential to writers' planning. Purpose often guides writers to select the appropriate content and form for the composition. Good writers consider two things when they focus on purpose: the general purposes writers have for writing (e.g., to express their ideas, tell a story, convey information, to persuade their readers to act) and the specific purpose of how they want to affect their readers. Specific purposes could include such things as how writers want their readers to respond (e.g., laugh, feel sad, get angry), what information they want their reader to learn, and so forth. After students consider both the general and specific purposes, they should be directed to write their answers to these questions about purpose on their prewriting think sheet.

5. Sensitizing students to form. Form is a fourth element that writers consider during their planning activities. Organization and form can be introduced by asking students to examine their brainstorming papers. As they read their ideas, they should be directed to circle the details and ideas that

they want to be sure to include in their papers. Then, ask them to see if there is an arrangement suggested to them by the way they circled their ideas. If they indicate that none is suggested, have them think about the order for their ideas to make the story easy for the reader to follow. Putting numbers next to the circled ideas on the brainstorming paper is often helpful. Finally, students should be directed to complete the last section of their prewriting think sheet that requires them to record (a) the ideas to be included in their paper that will be of interest to the reader, and (b) the order of ideas that would make the paper easiest to follow.

6. Preparing to write the first draft. To complete the lesson, it is useful to have students reread their think sheets and think about how they would like to begin their first drafts. When students become more comfortable with the prewriting aspect of the lesson, often doing much of the thinking prior to the writing lesson, they may wish to work on their first drafts on the same day. However, when initally introducing them to the idea of prewriting, completion of the first think sheet usually fills an entire lesson. Thus, having them reread and think about their first drafts helps to link the prewriting activities of the previous lesson explicitly to the writing of their first drafts, recommended to occur on the day following prewriting.

Think Sheet #2: First Draft

Once students have completed prewriting activities, they should be encouraged to write their first draft on the first draft think sheet. We found it helpful to have this paper look decidedly different than the final copy paper. Most writers, especially naive ones, begin each new paper hoping that the first draft will be their only one. Thus, they are often hesitant to

cross out or erase words and lines, to begin again, or to make major organizational changes. By having the draft paper in a color, it clearly signals that it will be a first draft and thus may free the writer to engage in ongoing revision. During the first draft stage, little assistance should be given concerning writing and mechanics. To minimize students' concerns about mechanics, the teacher might have students use such conventions as putting a question mark next to words they might need to check the spelling of later or circling spaces to indicate there is something they need help with at a later time. Again, the prewriting think sheet and the first draft think sheet can usually be completed in a single lesson.

Think Sheet #3: Thinking About My First Draft

The next two activities, thinking about my first draft and peer editing, usually occur on the same day. However, as with the prewriting and first draft think sheets, it is best initially to focus on one activity at a time. The "Thinking About My First Draft" think sheet is designed to promote students' awareness that writers need to be critical of their own writing and to determine the areas in which they most need assistance. Students initially find this quite difficult, often disliking their whole papers, or finding them acceptable without any need for revision. They often view revisions as merely changing spelling, adding capital letters and periods, or copying over their first drafts on to "nicer" paper; they often consider revision as punishment for careless work. Thus, a critical aspect of using this think sheet is to begin to shape a more productive and realistic view of the revision process. Discussing how published authors may have changed their work from beginning to final drafts or showing students different versions of letters, stories, or

journals teachers have written are valuable aids to demonstrate the importance of revision. Focusing on the reasons authors may change a work (e.g., to make something more clear or to add additional information) is a particularly useful technique.

Students need to be encouraged to reread their papers, noting parts they particularly like and parts that may not be clear (i.e., "Describe parts of your paper you like best"; "Describe one or two parts that you would like to work on if you had more time"). They particularly need to be encouraged to generate specific questions to ask their editors about revising their papers (i.e., "Think of two or more things you would like to discuss with your editor. Write two or more questions for your peer editor . . ."). Otherwise, they may be dissatisfied with their editing session, as Gerald was one day. His editor went to great lengths to help him change his title and his introductory sentences. Unfortunately, Gerald was quite pleased with these parts of his paper, but wanted help on the ending. In this session, both writer and editor felt their time had been wasted. This could easily have been avoided had more thought been given to the specific editorial assistance desired with a few specific questions generated prior to the session. Finally, having the student prepare for the editing session also helps the writer to maintain his or her responsibility for the writing and editing process. The writer asks for input; he or she is not given unsolicited or unwanted criticism.

Think Sheet #4: (Peer) Editing Form

The editing think sheet focuses on how successfully the paper currently meets the prewriting plan. This activity is one of the most difficult aspects of the writing process, but one that we found to be most valuable. First,

students were directed to read their papers aloud to their partners. Reading aloud helped the editors focus on the meaningfulness of the papers rather than be hindered by problems of legibility or spelling. Each peer editor was reminded to respond first with a positive comment, indicating what he or she liked best about the partner's paper (i.e., "Describe one part you like best about the paper") and summarizing the paper (i.e., "Describe what you think the paper is mainly about"). Other prompts on the think sheet reminded the editors to consider what should be added to make the paper more interesting, remember how they felt when reading the paper, identify confusing parts in the paper, and suggest how the paper could be made easier to understand and be more organized.

The importance of modeling during whole-class meetings cannot be overstated. Even with the prompts on the editing think sheets, students need instruction and modeling repeatedly to demonstrate appropriate comments. For example, one question on the think sheet asks students to describe what they think the author's paper is mainly about. Both authors and editors need to understand why this information is important. For example, Stacy commented to Veronica, after reading her paper, that Veronica's story was mainly about Christmas. When Veronica asked Stacy, "What part?," it became clear that the paper was too long and involved so that Stacy could not decide on a particular part of the holiday.

Another question on the sheet asks the editor how he or she feels when reading the paper. More specific responses, other than "good," "happy," and "sad," need to be modeled. When students are using the author's chair or when teachers are working with individual students, teachers can demonstrate responses such as "Your paper made me feel warm because it reminded me of what

Christmas was like at my grandparents' house." Also, students often need to be reminded that on their prewriting think sheet they indicated how they wanted their readers to feel. If an editor does not feel the same as the author had hoped, the author needs to consider whether he/she has changed the paper's purpose; this might be a signal for some revision.

When the peer editors complete the editing think sheet for each other's papers, the editor/author teams meet again to talk about their comments. We observed two indications of students gradually taking ownership of this part of the process. First, as students developed a sense of what is useful in the editing session, they referred less and less to the form, having internalized the prompts on the think sheet. Second, students often elected to focus on one paper at a time: Both author and editor would work on one student's paper first, then both focus on the second paper, rather than each working independently on each other's paper.

Think Sheet #5: Revision

Revision is a difficult concept for students to understand, and this is reflected in the problems many students have with the revision aspect of writing. Even following a successful editing session in which they receive helpful feedback, students may slip into the familiar routine of merely recopying their papers, making minor changes in mechanics such as spelling or handwriting. Thus, instruction to prepare for revision is essential. The revision think sheet helps the student to focus on (a) suggestions provided by the peer editor (i.e., "Make a list of suggestions your editor made to make your paper better"), (b) editor's suggestions the writer plans to follow ("Put a check next to the suggestions you will use"), and (c) additions to the paper that

could make it more interesting and easier to follow ("Tell what you plan to do to make your paper more interesting."; "Tell what you plan to do to make your paper easier to follow"). Therefore, students are encouraged first to consider their editors' comments and list all the suggestions they wish to follow to revise their paper. Although it is important for students to consider each suggestion made, it is more important that they understand that they do not have to follow each suggestion. The focus throughout this step should be on whether the papers are interesting and clear, not on mechanics. At the end of this step, the students should have a clear plan to revise their papers.

Think Sheet #6: Final Copy Form

The title for this think sheet is probably a misnomer because most students write more than one draft before final publication. However, it is useful to have a think sheet targeted for final copy. First, students should consider global changes, changes that reflect alterations such as organizational pattern, information included, introductions, or conclusions. Then students should use their plans for revision from their revision think sheets. For example, they might reorganize their paragraphs or add details that answer questions their editors asked them. When they have completed these global changes, they should then attend to local or mechanical changes (i.e., copy editing for spelling, punctuation, legibility, or any remaining errors). If the paper is selected as one for publication, this copy editing becomes an important part of the process. Mechanics and spelling are important, and they bcome meaningful to students when they are writing for an audience with whom they want to communicate ideas that they care about. Publication provides the purpose for revising and copy editing.

Introducing Text Structures Within Process-Writing Classrooms

Learning about the process of writing through extended writing activities and reference to the think sheets are valuable means for beginning writing instruction in elementary classrooms. In fact, we found that understanding the process prompted students and teachers to raise new, important questions. For example, students in peer editing sessions were heard to say, "This needs something, not just spelling corrections, but I don't know what else to tell you." Teachers noted that they were having trouble providing specific enough feedback for revision and that in writing reports their students had particular trouble during information gathering. This was corroborated by one of the researcher's observations: Terry returned to the room one day, initially quite proud that he had a stack of 14 library books about his state for a social studies report. He then looked somewhat dismayed and asked, "Now what do I do? Should I just start copying all of this?" These incidents indicate that, at this point in the instructional program, both teachers and students are ready for more specific information about how to organize and revise papers based on text structures. This stage also marks the point at which writing instruction and content-area reading instruction are merged.

This phase of the program is based on research in text structures that suggests different structures exist (e.g., comparison/contrast, problem/solution) and that each type of text answers a different set of questions. For example, when a writer compares/contrasts two explorers' voyages, he or she is writing to answer four questions: (a) Who is being compared or contrasted? (b) On what attributes are they being compared or contrasted? (c) How are they alike? (d) How are they different? These questions would differ if one were to write an explanation paper (i.e., "How does an explorer

get ready for a voyage? What does an explorer do first, second, and third?") Writing a problem/solution paper (i.e.,"What are the problems explorers encounter? What are the causes of the problems? and How are they solved?").

In our program sequence, we focus on introducing teachers and their students to four text structures that appear in their social studies texts--narration, explanation, comparison/contrast, and problem/solution. Each structure was introduced in terms of the questions writers answer when writing such texts and the key words and phrases writers use to signal their authors about the structure they are using. When the text structure phase began, our teachers indicated that neither they nor their students were familiar with such instruction. Thus, several support materials were created and are available in the appendices that follow. For example, Appendix F, Review Week Materials, includes pattern guides for each structure. These guides are visual representations of the text structures, including the questions the texts answered and sample key words and phrases. The teachers in our project found the pattern guides to be personally valuable in helping them develop their concept of text structures prior to teaching the students. They are helpful to students in a number of ways and will be referred to at relevant points in the next section of the paper. Appendices B and C contain samples of well-structured children's and social studies texts, respectively, for each of the four structures. Although teachers varied in the specific lessons they used to introduce students to the four structures, we found the following sequence of activities to be effective.

Text Structures in Writing: Introduction

Learning is most likely to occur when new information is linked to familiar experiences. Thus, the first step to introduce students to text

structures helps them see the similarity with their previous writing activities. The initial lesson involves a discussion of the different papers written during the first six cycles of the writing program. Three major points should be elicited from the students or explained directly if students are unable to provide the information.

First, students should be helped to recall the four major text types: narrative or story, explanation, comparison/contrast, and problem/solution. Second, students should be helped to see similarities in the writing of each text type (e.g., going through prewriting, drafting, revising processes). Third, students should be made aware of differences across each activity such as the kind of topics each one elicited or the way ideas were arranged. It is useful at this time to model by thinking aloud about the different types of questions each text type answers. For example, a teacher might say, "When I write about a personal experience, I consider questions like, 'Who are the people in my story?' 'Where did it take place?' But when I write an explanation, I try to answer questions like 'What steps should be followed?'"

Following this general introductory discussion are five specific activities designed to reinforce and extend students' understanding of the four structures: (a) working with exemplars of well-structured texts written by students in the first phase activities of learning the writing process, (b) examining their own papers written during phase one, (c) revising their own papers using new knowledge of text structures, (d) working with well-structured social studies texts, (e) extending knowledge of text structures to reading naturally occurring social studies texts, and (f) gathering information for composing informational texts using each of the four structures.

Step #1: Working with Student Exemplar Papers

All materials used in Step 1 are found in Appendix B: (a) examplars of students' writing of a narrative, an explanation, a comparison/contrast, and a problem/solution, and (b) Writing Worksheet #1, with sections for students to list questions answered in each of the four student sample passages, as well as key words and phrases used in each student passage. The examplars of students' writing should be made into overhead transparencies to be used for group discussion. Writing Worksheet #1 should be copied and distributed to each student.

The group discussion should proceed as follows. On the blackboard, list the four different types of text structures that students have written, and put the first student paper on the overhead projector. Ask students if they know which of the four text structures the paper most represents. Usually students are quite accurate when naming the text structure. Next, ask them what clues they used to identify the text type. Elicit such clues as the presence of certain key words and phrases and relevant information. Think out loud with students about the questions the paper can answer. For example, using the compare/contrast student text from Appendix B, you may model by using the following explanation:

> In this paper about cosmonauts and astronauts I see some clues that tell me it is a compare/contrast. The first one is the title. I know that both of these names describe people who go into space, so I can guess that this paper will tell about two people. The first line in the second paragraph uses the words "alike. But" which tells me that there are also differences. Plus when the author describes the ships, she uses some opposites: large and small. This paper seems to answer questions like, "How are cosmonauts and asstronauts alike? How are they different?"

Immediately following modeling, distribute the worksheet from Appendix B, one copy to each student. Students should complete the first section as a

group. We found that students generated specific questions such as "How are Russian and American spaceships different?" or "What is an astronaut?" rather than the more generic questions listed on the pattern guides and other handouts. However, even specific questions are acceptable because the goal of this lesson is to have students begin to understand that one of the functions of text is to communicate information and answer readers' questions. In the next lesson, students will see how different texts can answer more generic questions and why knowing these generic questions is useful.

When the group has generated several questions and key words and phrases for the first student paper, continue on through the second, third, and fourth papers in the same manner. By the end of the lesson, students should have completed the first writing worksheet and should have a list of questions and key words for each of the four differently structured texts. A good summary for the lesson should focus on the concept of the many different questions texts can answer and the key words and phrases that signal readers to the type of text written. Note that, in their next lesson, they will be given a handout that summarizes the questions and key words and phrases for each text structure.

Step 2: Examining Their Own Papers

For this step, each student should use the six papers he or she generated during the process-writing phase of the program and should have a copy of each of the remaining materials from Appendix B: (a) a writing handout with generic questions for each text structure and appropriate key words and phrases, and (b) Writing Worksheet #2, consisting of six sections, each section with space to list the type of text structure written, questions the text answers, and key words and phrases used.

During Step 2, students move from examining the sample texts used in Step 1 to examining their own texts. Teachers in the EWP began by distributing the writing handout, noting that the handout included (a) general questions for each of the four types of texts discussed previously and (b) a list of key words and phrases often found in each type of text. The key words and phrases and the general questions were based on all the specific questions students had generated in the previous lesson. Students were encouraged to staple the handout into their writing folder in which they kept their current writings and unfinished pieces) for easy reference. Then the teachers reviewed the key words and phrases and the general questions.

Second, students were directed to look at the final drafts of the six papers they produced during the process-writing phase and their copies of Writing Worksheet #1. Students were told to look at their own papers in the same way they had analyzed the ones on the overhead in the previous lesson. For each of their own papers, they were to identify the structure of the paper, list any key words and phrases used, and write the questions their texts answered using the spaces on Worksheet #1. To make this activity meaningful to the students--emphasizing again audience and purpose in writing--students were reminded that they were contributing one of these papers to a class book or magazine and that these papers to be published must be interesting and clearly written. Thus, this activity helps them decide which paper is the most clearly written and helps them decide what information to add to make the paper more interesting to the audience. The Writing Worksheet provides a guide to help students self-analyze their own writing. They should also be given an opportunity to discuss with their peers possible choices and additional information to include. We found that the act of sharing helped them determine what their audience would be likely to find interesting.

Step 3: Using Text Structure Knowledge in Revision

In this step, materials from Appendix C are needed: planning think sheets and revised editing think sheets. Four different planning and four editing think sheets are used--one per text structure. The planning think sheets consist of the questions each text structure generally answers, used in conjunction with the prewriting think sheet. Instead of brainstorming for ideas from background knowledge, as they had during the process-writing phase, students used the planning think sheet to help them consider what specific information to include in their papers. The planning think sheet was completed first, then students considered their audiences and purposes when they completed the prewriting think sheet. The revised editing think sheet was designed to prompt editors to evaluate and respond to each paper in light of the questions it was designed to answer. The revised editing think sheet replaced the editing think sheet used during the process-writing phase.

After selecting their papers to publish, students were expected to take their papers through the whole writing process from planning for an editing session, thinking about first draft, peer editing, and final revisions. Publication is vital because it helps students to take ownership of the writing strategies they have been learning. Publication can take many forms: individual books, class notebooks, magazines, or newspapers. In the EWP, we typed final copies, made the final copy-editing changes, and bound them into a class book.

Step 4: Examining Exemplar Social Studies Texts

In this step of instruction, explicit connections between reading and writing are drawn, using the materials found in Appendix D. This appendix

contains sample social studies texts and reaction guides. These texts consist of informational writing from social studies texts, one each of narrative and explanation, and two each of the more complex structures of comparison/contrast and problem/solution. Each comparison/contrast text presents a different way to organize information (each topic as a single paragraph versus discussion of similarities and differences on a point-by-point basis). The two problem/solution texts are included to allow students to focus either on a problem and its cause or on a problem and its solution. Students should have one reaction guide for each of the six texts, and the six exemplar texts should be made into overheads. It is helpful to use procedures similar to those in Step 1 when students examine good examples of papers written by their peers. The critical difference between Step 1 and Step 4 is that students will examine different examples of social studies texts rather than different examples of students' writing.

Place a sample passage on the overhead, and have students as a group identify the type of text structure represented. Guide them to consider the questions the text answers and to identify key words and phrases. As a group, complete a reaction guide for each text. Remind them frequently that different texts answer different types of questions. Just as they answer these questions in their own writing, authors of social studies books try to answer the same kinds of questions for their audience. Show students that knowing the questions can often make comprehension easier.

Step 5: Making Reading Connections

When students have completed examining and discussing the sample social studies texts from Step 4, discuss how the paragraphs are similar to those in

their social studies books (e.g., provide information about our country, tell about settling here, etc.). Then discuss ways in which the paragraphs are different. One difference to stress is that, often, textbooks are not clearly one type of text. Sometimes the text type changes from paragraph to paragraph. Then, discuss ways to use the strategies learned to figure out what messages social studies authors try to convey. Appendix E provides a sample lesson series on narrative structures in social studies books. This series of lessons is not taken directly from any one class, but represents the type and extent of discussion to prepare students to write their own social studies papers.

Step 6: Text Structure in Gathering Information for Composing Texts

With enhanced knowledge of text structures, students should then apply this knowledge to generate original papers. We found that the pattern guides included at the end of Appendix F were useful. Although these pattern guides were targeted for use during a final review week, some teachers substituted them for the planning think sheet that accompanies the prewriting think sheet. Students in our project were encouraged to use the guides to plan the information to include in their papers, to guide their reading for information from library and textbooks, and to organize the information for their audience. The lesson series in the sample lesson in Appendix E includes typical dialogues between a teacher and his or her class to extend the text structure and process-writing instruction to create informational texts. The lesson example found in Appendix F may also be helpful. It presents a review lesson of the explanation text structure and represents the kinds of lessons that occurred at the end of the school year.

To promote a meaningful context for writing papers for social studies, establish a goal. Some teachers had students write a social studies book for students in the future. These social studies books had themes such as "A Little Bit of Language," "These United States," and "Learning about Foreign Countries." The sources of information students used for generating the ideas for their papers included their social studies books, trade books from the school and public libraries, or materials from an automobile club. At this point in the instructional program, students should become more self-directed. Initially, however, it may be useful to model the use of the new planning think sheets and the new editing think sheets. The students need to be made aware of the existence of different forms for each type of text; remind them that these new forms can help them remember the questions their papers are supposed to answer. The planning think sheet is particularly valuable to help narrow the focus of their papers and to guide and organize their search for information from library books and other sources.

The goal of this phase of the program is to provide a direct link between strategies used during the writing process when writing about one's own experiences to strategies used during reading to identify important information to strategies used during expository writing when writers base their papers on information gathered when reading. Weaving from writing to reading to writing is the goal and the strength of this program.

Discussion

In making the decision to adopt a program as extensive and involved as the one described in this paper, it is important to consider the impact the program is likely to have on students. The study from which this manual was

derived tested the impact of the program on the teachers' knowledge and implementation of the writing program (Kirschner, Raphael, & Englert, 1986) and on students' reading/writing performance (Raphael, Englert, & Kirschner, 1986) and their knowledge of the writing process (Raphael, Kirschner, & Englert, 1986). These findings, reported in detail in the studies cited, essentially suggest that teachers changed their perceptions of writing and their writing curriculum. The teachers initially viewed writing as a product, usually providing students with topics, requiring students to write primarily first drafts, and then assessing skills as the major focus when evaluating students' writing. Following their participation in the EWP, teachers viewed writing as a process that must be meaningful to student writers; that is, writers need both a real purpose and audience. They also emphasized writing for communicating information, not the assessment of skills. This change in teachers' attitude and beliefs mirrored changes in students' knowledge and performance levels.

The ways in which students changed are perhaps best illustrated through examples. Samples of students' writing from the fall, prior to participation in the Expository Writing Program, and in the following spring, after completion of the EWP, serve as a basis for the discussion of three areas of impact. These areas are discussed in terms of three questions:

a. How did participation in the program affect students' ability to organize expository texts and convey information?

b. How did participation in the program affect students' ability to write narratives from personal experience?

c. How did participation in the program affect students' attitude toward writing?

Students' Ability to Organize Text and Convey Information

Students were asked, both in the fall and in the spring, to write a paper comparing and contrasting two people, places, or things. Directions focused on including important and interesting information, with the audience designated as the student's "best friend." Matthew wrote about McDonald's and Burger King restaurants. On his pretest, he wrote the following first draft:[3]

> Mcdonalds is a big place it even has a playground for the kids. That's probably why the kids gobble up their food and run outside. The father gets up grab the kid by the hair and says were are you going? He say swallow your food. So theirs a point that Mcdonald is a good place for the kids. Well the only think I like is the big mac and the strawberry shake. The other place I'm comparing is burgerking. Burgerking is a place that has the whopper. That's what I like.
>
> The end

Matthew intended his paper to compare/contrast the two restaurants, but he did not provide effective signals to his reader. In fact, the paper began as a discussion of McDonald's, using a narrative structure to describe the effect of the playground at McDonald's on children's and fathers' behavior, but he barely described the restaurant. Even when Matthew introduced the second restaurant, he did not clearly describe it or compare/contrast the two restaurants on the basis of their parallel attributes. He attempted to do so by describing his favorite food--Big Mac and strawberry shake versus Whopper--in both restaurants, but the reader is left to make the connection. His posttest describing the two restaurants was markedly improved in both the number of ideas included, the organization, and even the interest level. The author's "voice" comes through in the better structured paper. He shows sensitivity to audience needs by including an introductory statement ("I am going to

---

[3]This draft and the student writing on the following pages have not been copy edited by researchers.

compare and contrast . . ."), and he uses appropriate key words and phrases:

> I am going to compare and contrast Burger King and McDonalds. The first thing I'm going to compare/contrast them on is there service. These two restaurants are similar in many ways. One is the checkers are very nice. They always say have a nice day. But there also different. Burger king has propted [prompter] service. It takes them about a minute to get my food ready but at Mcdonalds it took them 30 minutes to get my food ready. The second thing I'm going to compare and contrast them on is there food selection. There selection is alike in many ways. One is they both have breakfast, lunch, dinner selection and they both have a wide selection but Burger King has a wider selection than Mcdonalds.

Students' Ability to Write Narratives

Improving students' informational writing was an important goal of the program. However, one might ask whether having students use the think sheets and other materials might end up inhibiting their abilities to convey information from personal experiences. Robin's papers from fall and spring provide a dramatic example of how her narrative writing from personal experience improved. Robin's pretest paper describes a trip through a haunted house (the paper was written just prior to Halloween):

> I wish I went into the hunted house. The way Tammy descibe it, it must of been fun. Speicely when you walk. When they said [here comes some more meat] that is when I ran out. When I hear screams it ges me scared. Why did you all the suden get scared?
>
> P.S. Please write back.

Notice that she showed a sense of audience in her question to her reader (Why did you all of a sudden get scared?) and in her request to have her friend write back, but she did not provide much context for the reader or include closure. Although her paper was well sequenced, it left much to the reader's interpretation.

Her posttest paper is a marked contrast. Not only has she included greater detail, she has set a context, provided insight into the characters involved, and maintained her "voice." It is important to note that she knew

that other students would not be reading this paper, that her only audience was the researcher (i.,e., "the grown-up who had been helping in her class"). She wrote about a very personal experience, yet still followed the narrative structure and included key words that signal time sequence throughout:

> When I was little my dad would come home with a box of donuts. He would only give them to me and I couldn't share with my brothers. One day I gave them both one. My dad saw me and give me a wippen an put me up in my room. The next day he didn't give me some donuts. I felt like he didn't love me. when I was 2 years old my dad told me and my mom that he was to good for us. When he went out the door I thought he was going to come back. I waited near the door a lot. I never seen him agian. When I turned 3 years old I moved out of that house. Now I am 11 years old I still go by that house looking for him. But there is no hope.
>
> One day I siad to my self, I am going to look for him when I get older.
>
> I don't know if he is alive. All the other kids make front of me whem I am at school. They don't under stand what my probem is. I know there are alot of kids without a father.
>
> It seems like he taught me how not to share.
> That is why I act kind of strange.
> Now everytime I eat a donut I think of him.

Robin's paper clearly demonstrates that using think sheets to guide the writing process, stressing purpose and audience, does not inhibit students' ability to write about personal experience in a meaningful and moving way.

Students' Attitudes Toward Writing

Anyone considering using the Expository Writing Program should consider the third area of impact: how participation in the program affects students' attitude toward writing. Think sheets--structuring the process--may improve students' writing, but may have a detrimental effect on their desire to write. Although no formal data were collected to assess the effect of the program on students' attitudes, we informally evaluated students' attitudes through observation and conversation throughout the year. The following note was written by a low-achieving sixth-grade student at the end of the year. All

students were given questionnaires to complete that asked them about strategies they used during writing. At the end of his questionnaire, Freddy wrote the following unsolicited note. This note illustrates what was perhaps the most important change as a result of participation in the program:

To Dr. R.--

I don't like to write but when you cam along I begane to write I thank you four helping me to starte liking to writing.

from your best friend
Frederick

Thank you!

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Appendix A

Process Writing Think Sheets

Author _____

Date _____

PREWRITING FORM

Subject: My topic is _____.

I want to write about this topic because: _____

_____

Two things I already know that will make it easy to write this paper are:

1.
2.

Reader: Who will read my paper?

My reader will be interested in this topic because:

1.
2.

Purpose: My purpose in writing about this topic is to: _____

_____

I want my reader to feel _____ when he or she reads my paper.

Form: Ideas I will put in my paper to make it interesting to my reader are:

1. 2.

3. 4.

I will organize the ideas to make them easy to follow using this order:

First, _____

Second, _____

Third, _____

Fourth, _____

Name _____ Date _____

FIRST DRAFT FORM

Author _____

Date _____

Thinking About My First Draft

Reread your first draft to yourself. Then think about it. Next, answer the following questions.

1. Describe the part of your paper that you like best.

2. Describe one or two parts you would like to work on if you had more time.

   1.

   2.

3. Think of two or more things about your first draft that you would like to discuss with your editor. Write two or more questions for your editor here.

   1.

   2.

   3.

   4.

Author _____ Editor _____

EDITING FORM

To Author: Read your paper to your editor.

To Editor: Listen to the author read the paper. After the author has read you the paper, read it to yourself and give the following suggestions to your author.

1. Describe one part you like best about the paper.

   Put a * next to the part you like best.

2. Describe what you think the paper is mainly about.

3. Tell how you felt when you read the paper.

4. One piece of information that should be added to this paper to make it more interesting is: _____

   _____

   _____

   Put "?" marks next to parts in the paper that were not clear.

5. One thing that could be done to make this easier to understand is: ____

   _____

6. Name at least one thing the author could do to organize the paper better.

   1.

   2.

To Editor: Discuss your reaction form with the author. See if the author has any questions.

To Author: Take notes to help you remember what was said. Ask questions if you don't understand what your editor said.

Author _____

Date _____

REVISION FORM

Read the Editing Form and think about what your editor said about your paper. Then, answer the following questions.

1. Make a list of the suggestions your editor made to make your paper better.

   1.

   2.

   3.

   4.

   5.

   6.

   Put a check next to the suggestions you will use.

2. Tell what you plan to do to make your paper more interesting.

   1.

   2.

   3.

3. Tell what you plan to do to make your paper easier to follow:

   1.

   2.

   3.

NAME _____ DATE _____

FINAL COPY FORM

Appendix B

Text Structure Instruction Materials

Student Example Text: Narration

A video game tale

One day I was playing the video game M.A.C.H. 3. I put my tokens in and all of a sudden . . . I was in the jet, inside the game. I saw my first five targets and shot at them all. I went in some clouds and saw two helicoptors and shot them down. One helicoptor shot my right engine. I was out of control. I was heading straight for a dome. I couldn't pull up, all of a sudden . . . my alarm clock went off and I had to get ready for school. After school I went to the arcade, put my tokens in M.A.C. 3. and. . . .

- -

Student Example Text: Compare/Contrast

Astronauts and Cosmonauts

I like space so much that I thought you might like to hear how much I know. (Am I modest or what) When I grow up I want to be a Astronaut. But I sure don't want to be a Cosmonaut!

In most ways Astronauts and Cosmonauts are alike. But astronauts come out on top. They are a lot more advanced and up to date. Astronauts had more training so they have gone a lot farther in space. American scientists have made bigger and better ships so the Astronauts will be more comfortable on their long trips. Cosmonauts have ships so small that they probably sweat so much that they could drown! I suppose that being a Cosmonaut wouldn't be so bad. Just think, they went into space first!

Student Example Text: Explanation

How to Play Pinball

In pinball you need two pins and one ball. First all your friends that want to play have to get in line. Then you have to count them by going 1, 2. Then twos have to get on one side of the line and ones on the other. Each team gets one pin then they have to put in the back. And then one person has to guard the pin and if she or he gets out, another person has to take over. The reason you have to guard the pin is because the other team will knock it down and they would get a point. If the person throws the ball to you, try to catch it. And if you catch it, the person that throws it is out. If you have somebody on your team that was out, they get to come back in the game. If you pass the Line on the other person's team, you are out. The thing of this game is to try to knock the pin down to get a point. You have to play fair or you are automatically out.

- -

Student Example Text: Problem/Solution

I don't want to move

You know how it is. You like your friends. You like your school. You love your house but you don't want to move. It happens to everyone at least once in your life and now it's happening to me. I came home one day and my mom said that she wanted her very own house. I didn't think it was possible. I just laughed at her and went to my room. Boy was that stupid. Just a few days ago we got a phone call and a guy said we could get a house! It all happened so fast! My mom says we are going to get the house as soon as we can. I have to leave my friends behind. I have to say goodbye to my house. I have to say goodbye to my school. I just don't want to go! Well, maybe I'll get over it.

WORKSHEET #1*

Paper 1

1. What kind of paper is this?_____

2. What key words & phrases tell what it is?

_____	_____
_____	_____
_____	_____
_____	_____

3. What questions does this paper answer?

1. _____
2. _____
3. _____
4. _____
5. _____

Paper 2

1. What kind of paper is this?_____

2. What key words & phrases tell what it is?

_____	_____
_____	_____
_____	_____
_____	_____

3. What questions does this paper answer?

1. _____
2. _____
3. _____
4. _____
5. _____

*Use with 4 Student Exemplar Texts

Worksheet #1
(continued)

Paper 3

1. What kind of paper is this?_____

2. What key words & phrases tell what it is?

_____	_____
_____	_____
_____	_____
_____	_____

3. What questions does this paper answer?

1. _____
2. _____
3. _____
4. _____
5. _____

Paper 4

1. What kind of paper is this?_____

2. What key words & phrases tell what it is?

_____	_____
_____	_____
_____	_____
_____	_____

3. What questions does this paper answer?

1. _____
2. _____
3. _____
4. _____
5. _____

WORKSHEET #2*

Look at your own papers and identify the kind of paper each is, key words and phrases that helped you identify the form, and the questions that you answered in your paper.

Paper 1

Form (how you organized it)_____

Key words and phrases

_____ _____

_____ _____

_____ _____

Questions 1._____

2._____

3._____

Paper 2

Form (how you organized it)_____

Key words and phrases

_____ _____

_____ _____

_____ _____

Questions 1._____

2._____

3._____

Paper 3

Form (how you organized it)_____

Key words and phrases

_____ _____

_____ _____

_____ _____

Questions 1._____

2._____

3._____

*Use with students own 6 papers

Worksheet #2
Continued

Paper 4

Form (how you organized it)_____

Key words and phrases

_____ _____

_____ _____

_____ _____

Questions 1._____

2._____

3._____

Paper 5

Form (how you organized it)_____

Key words and phrases

_____ _____

_____ _____

_____ _____

Questions 1._____

2._____

3._____

Paper 6

Form (how you organized it)_____

Key words and phrases

_____ _____

_____ _____

_____ _____

Questions 1._____

2._____

3._____

WRITING HANDOUT

Narrative:

1. What is the story about?_____

2. When did it take place?_____

3. Where did it take place?_____

4. Who was the story about?_____

5. What happened first?_____

   second?_____

   third?_____

Key words:

before	next	later	afterwards	soon	the next day
after	earlier	finally	now	(dates)	after five weeks

Explanation:

1. What does the paper explain?_____

   _____

2. In what order did things happen?

   1st_____

   2nd_____

   3rd_____

Key words:

first, second, third	next	as a result	therefore	since	thus
	this reason	in order to	so that	then	

Comparison/contrast:

1. What two things are being compared/contrasted?_____

_____

2. What are they being compared/contrasted on?_____

_____

3. How are they alike?_____

_____

4. How are they different?_____

_____

Key words:

alike	is similar to	both	however	but
different	likewise	in the same way	on the one hand	although
			on the other hand	while

Problem/solution:

What is the problem?_____

_____

What caused the problem?_____

_____

What is the solution?_____

_____

What were the steps to solve the problem?_____

_____

Key words:

the problem the solution the causes the reasons

Appendix C

Revised Process Writing Think Sheets:

The Role of Text Structures in

Planning and Editing

PLANNING SHEET: STORY

What is the story about? _____

When did the story take place? _____

What details do you want to include to describe when it takes place? _____

_____

_____

Where did it take place? _____

What details do you want to include to describe the setting? _____

_____

_____

Who was part of the event? _____

What details should you include to describe the people to the reader? _____

_____

_____

What will happen in your story?

First _____

Second _____

Third _____

Fourth _____

PLANNING SHEET: EXPLANATION

What does this paper explain? _____

_____

_____

_____

_____

_____

_____

In what order did things happen?

First _____

_____

_____

Second _____

_____

_____

Third _____

_____

_____

Fourth _____

_____

_____

PLANNING SHEET: COMPARE/CONTRAST

What two things are being compared?

_____

_____

What are they being compared on?

_____

_____

_____

How are they alike?

_____

_____

_____

How are they different?

_____

_____

_____

PLANNING SHEET: PROBLEM/CAUSE

What was the problem? _____

_____

_____

What details should you include in your paper to help the reader understand the problem?

_____

_____

_____

What caused the problem? _____

_____

_____

_____

Was there more than one cause of the problem? _____

If so, what cause would you talk about first? _____

_____

Second? _____

_____

Did one cause lead to another? _____

PLANNING SHEET: PROBLEM/SOLUTION

What was the problem? _____

_____

_____

What details should you include to help the reader understand the problem?

_____

_____

_____

What caused the problem?_____

_____

_____

What was done to solve the problem? _____

_____

_____

If more than one thing was done, what was done first? _____

_____

_____

Second? _____

Third? _____

What details should you include to help the reader understand the solution?

_____

_____

Author _____ Editor _____

EDITING FORM: STORY

To Author: Read your paper to your editor.

To Editor: Listen to the author read the paper. Think about how well the author answered the questions below. What should the author do to improve this paper?

1. Describe one part you like best about the paper.
   Put a * next to the part you liked best.

2. Tell how you felt when you read the paper: _____

3. This story is mainly about _____

4. When did this story happen? _____

5. Where did this story happen? _____

6. Suggest one thing the author could change or add to help you understand when or where the story took place.

7. List each person or animal in the story and tell what each was like.

   1. _____

   2. _____

   3. _____

8. Suggest at least two pieces of information the author should add or change about the characters in the story to help you to "see" them in your mind.

   1. 2.

9. Circle the key words that tell you this is a story.

10. a. Put a number in front of each sentence that tells what comes first, second, third, etc.

    b. Name one event that could be added _____

    c. Name one way the events could be added _____

    d. Put an "X" on the paper where the author could add key words or phrases that would make the paper even more easy to understand.

Author _____ Editor _____

EDITING FORM: EXPLANATION

To Author: Read your paper to your editor.

To Editor: Listen to the author read the paper. Think about how well the author answered the questions below. What should the author do to improve this paper?

1. Describe one part you like best about the paper.
   Put a * next to the part you liked best.

2. Tell how you felt when you read the paper: _____

3. This paper explains _____

   _____

4. Tell the order the author used to explain how things happened:

   First, _____

   Second, _____

   Third, _____

   *Number, on the paper, the parts of the explanation that show each step.

5. Two pieces of information that could be added to make this explanation easier to understand are

   1. 2.

6. Two things about this explanation that could be changed to make it better (either easier to understand or more interesting) are

   1. 2.

7. Suggest how the steps could be reorganized to make them easy to follow.

   First, _____

   Second, _____

   Third, _____

8. Circle the key words in the paper that told you this was an explanation. Mark any places that you think the author should add key words.

Author _____ Editor _____

EDITING FORM: COMPARE/CONTRAST

To Author: Read your paper to your editor.

To Editor: Listen to the author read the paper. Think about how well the author answered the questions below. What should the author do to improve this paper?

1. Describe one part you like best about the paper.
   Put a * next to the part you like best.

2. Tell how you felt when you read the paper: _____

3. This paper compares and contrasts _____.

4. The two are being compared and contrasted on:

   1. 2.

   3. 4.

5. Write one thing the author could do to make what they are being compared and contrasted on more clear _____

6. List two ways that they are alike: 1.

   2.

   Write something you think the author could add about how they are alike that would make it even more interesting_____

7. List two ways they are different: 1.

   2.

   Write something you think the author could add about how they are different that would make it even more interesting _____

8. Circle the key words that tell how the two are alike.
9. Circle the key words that tell you how the two are different.
10. Circle the parts that tell how the two are alike.
11. Box the parts that tell how the two are different.
12. How could the author reorganize this paper to make it easier to understand?

    a. Name one way that the ideas could be reorganized.

    b. Name key words and phrases that could be added (Put an "X" on the paper where they are needed) _____

Author _____ Editor _____

EDITING FORM: PROBLEM/SOLUTION

To Author: Read your paper to your editor

To Editor: Listen to the author read the paper. Think about how well the author answered the questions below. What should the author do to improve this paper?

1. Describe one part you like best about the paper and put a * next to it.

2. Tell how you felt when you read the paper: _____

3. This paper tells about the problem of _____,

   how it was caused by _____

   and solved by _____.

4. Two things the author could add to describe the problem more completely are:

   1. 2.

5. Two pieces of information the author should add about the cause and the solution to describe them in more detail are:

   1. 2.

6. Circle the key words that tell there is a problem.
7. Box the key words that show there is a cause and/or solution.
8. Circle the part that tells about the problem.
9. Box the part that tells about the cause and/or solution.
10. Suggest how the author might change the paper to make it easier to follow.

    a. List one way that the ideas could be reorganized in the part about the problem.

    b. List one way that the ideas could be reorganized in the part about the cause and/or solution.

    c. What key words or phrases could be added. Put an "X" where they are needed.

    d. One way the author could write the first sentence to tell you that this is a problem/solution text is _____

    _____

Appendix D

Reaction Guide

REACTION GUIDE: NARRATIVE

Questions: What is the story about?_____

When did the story take place?_____

Where did the story take place?_____

Who was the story about? (list each person and describe briefly)

_____

What happened in the story?

First_____

Second_____

Third_____

* Circle the key words that tell you that this is a story.
* Put a number in front of each sentence that tells what happened to show what comes first, second, third.

Look at the first sentence. What does it do to tell you the author is going to tell you a story?_____

_____

- -

Social Studies Text Sample: Narrative

Searching for a Better Life

Our country has been settled by immigrants. Most of the immigrants in the early 1800's came from England, Scotland, Ireland, Germany, and Scandinavia. Many of them moved westward looking for farmland. Some settled in the Northwest and Louisiana territories. Later they settled in the Oregon Country and in Florida, Texas, and California. They built farming communities throughout the United States.

After the Civil War, immigrants still came from countries in Northern Europe. But now these immigrants were joined by great numbers of southern and eastern Europeans. Between 1870 and 1900, eleven million immigrants landed in New York. Most of them came from Italy, Greece, Hungary, Poland, Rumania, and Russia. On the West Coast, thousands of Chinese immigrants arrived in California. They came to work the mines and to build the cross-country railroad.

REACTION GUIDE: EXPLANATION

Questions: What does this paper explain?_____

_____

How did this take place?

First_____

Second_____

Third_____

* Circle the key words that told you this was an explanation.
* Number the parts of the explanation to show each step.

Look at the first sentence. What does it do to tell you the author is about to explain something?_____

_____

- -

Social Studies Text Sample: Explanation

Workers in Factories

The people of New England have learned to make wise use of their natural resources. First, although much of the land is rough and rocky, farmers in New England have learned to produce some valuable crops. They make dairy and poultry products, potatoes, cranberries, maple syrup, and tobacco. Second, fishermen harvest rich cargoes of fish from the ocean. Third, other New Englanders work in the forests to cut trees for wood pulp, lumber, and paper products.

A fourth natural resource is the people of New England. They work in the thousands of factories that make all kinds of manufactured goods. Most of the raw materials used in New England factories are shipped to this region from other places. This is because New England does not have the large amounts of raw materials needed by modern industries. In order to use the workers well, the factories try to specialize in making things that need a lot of skill, but not much raw material. It is the skill of the workers that makes manufacturing important in New England.

REACTION GUIDE: COMPARE/CONTRAST

Questions: What two things are being compared/contrasted?_____

_____

What are they being compared/contrasted on?_____

_____

How are they alike?_____

_____

How are they different?_____

_____

* Circle the key words that tell you how the two are alike.
* Put a box around the key words that tell you how the two are different.
* Circle the parts that tell how the two are alike.
* Box the parts that tell how the two are different.

Look at the first sentence. What does it do to tell you the author is going to tell you how two things are alike and different?_____

_____

- -

Social Studies Text Sample: Compare/Contrast

Different Ways, Different Values

The Native Americans and the settlers each had ideas about resources. The ways these people used resources depended on what they cared about. The Native Americans and the settlers cared differently about the resource of land.

While Native American cultures differed, most used the land in similar ways. They changed the land very little. They cut only enough trees to have poles or supports for their homes. They cleared only small areas of land to plant their crops. In these ways, Native Americans showed how they felt about land and other natural resources. Most important, they showed that they were part of nature. They took only what they needed. They shared what they had. They acted in these ways because they cared about living in peace with nature.

The European settlers who came to North America felt differently about resources, especially land. Unlike the Native Americans, they valued the freedom of owning land. To them, there seemed to be no end to the land available in North America. They cut down trees to plant large fields of crops. They cut down trees to build houses. After a while they had built whole cities. They farmed the land until it wore out. Then they moved on to clear more land.

REACTION GUIDE: COMPARE/CONTRAST

Questions: What two things are being compared/contrasted?_____

What are they being compared/contrasted on?_____

How are they alike?_____

How are they different?_____

*Circle the key words that tell you how the two are alike.
*Put a box around the key words that tell you how the two are different.
*Circle the parts that tell how the two are alike.
*Box the parts that tell how the two are different.

Look at the first sentence. What does it do to tell you the author is going to tell you how two things are alike and different?_____

_____

- -

Social Studies Text Sample: Compare/Contrast

How Native Americans and Colonists Viewed Land

Native Americans and colonists had different ideas about the land on which they both lived. Most Native Americans believed the land was to be shared. The animals and the land were to be used by those who needed them. All the Native Americans, rich or poor, for hundreds of years had lived together and shared land. No one ever felt he owned it. To most colonists, however, land was something to be owned. In Europe most land was owned by rich people with large farms. Since there was a lot of land, the colonists thought that each of them should own it.

There were other differences too. On the one hand, Native Americans lived close to the land. They were thankful for the food and shelter that nature gave them. They moved with the animals and the seasons. On the other hand, to the colonists, the land was to be cleared and fenced in. They cut the forests down and used the wood for firewood or for building ships and homes. In the clearings, they built homes and planted crops.

REACTION GUIDE: PROBLEM/SOLUTION

Questions: What is the problem?_____

_____

What is the solution?_____

_____

* Circle the key words that tell there is a problem.
* Box the key words that show there is a solution.
* Circle the part that tells about the problem.
* Box the part that tells about the solution.

Look at the first sentence. What does it do to tell you the author will tell you about a problem and a solution?_____

_____

- -

Social Studies Text Sample: Problem/Solution

England's Solution to One Problem

England wanted to be the richest and most powerful country in Europe. The English believed that their colonies could make them rich. However, there was a problem. England's colonies wanted to trade with other countries. They wanted to trade with Spain and France. The English had to find a way to make the colonies trade only with England.

To solve their problem, the English government passed laws to make the colonists trade only with England. These laws said that the colonists had to send their raw materials like fur and lumber to England. English workers would take these materials and make them into finished products like coats and chairs. The finished products would then be sold in Europe or in the colonies. This way, the English would make a lot of money.

The English would only let people living in the colonies buy finished products from England. If the colonists needed cloth, they had to buy it from England. If they needed pots and pans, they had to order it from England. The only way they could get things from France or Spain or other countries was if the products first were bought by the English. Then the English would sell them to the colonists at a higher price.

REACTION GUIDE: PROBLEM/CAUSE

Questions: What is the problem?_____

_____

What is or are the causes?_____

_____

* Circle the key words that show there is a problem.
* Box the key words that show what caused the problem.
* Circle the part that tells about the problem.
* Box the part that tells about the causes.

Look at the first sentence. What does it do to tell you the author will tell you about a problem and what caused it?_____

_____

- -

Social Studies Text Sample: Problem/Cause

Why the North Had a Problem Defeating the South

The Civil War lasted from 1861 to 1865. It was the bloodiest war people in the United States ever fought. The North, or the Union, fought to save the Federal Union. But winning the war was not easy. The North had a problem defeating the South. Many things caused this problem.

First, most of the war was fought on Southern territory. Confederate soldiers would fight bravely to defend their homes. Union soldiers would have to fight in unfriendly and unfamiliar areas. Second, many of the nation's high-ranking army officers were from the South. That meant that the southern army would have better generals. Third, the South had cotton. Many countries in Europe wanted that cotton to make cloth. Those countries were willing to help the South in order to get the cotton.

Appendix E

Sample Instructional Sequence for

Social Studies Narrative Text Structure

Lesson #5

Narrative Writing in Social Studies
(Heightening Awareness of Narrative or Story Text Structure)

Goals:

1. Focus on helping students internalize the questions that go with narratives or stories.

2. Focus on helping students internalize the key words and phrases that go with the story structure, and noting when these key words and phrases signal shifts in time.

3. Focus on helping students use Planning Sheets to gather information from social studies text.

4. Focus on helping students to write and revise their stories using questions to guide them in planning and revision and using key words and phrases to signal text structure.

5. Focus on helping students to write and revise their stories using questions to guide them in planning and revision and using key words and phrases to signal text structure.

Materials:

1. Writing Handout--stapled to writing folder
2. Social Studies Text
3. Overhead depicting questions for story form
4. Overhead depicting organizational pattern used in stories
5. Prewriting Form
6. First Draft
7. Thinking About My First Draft
8. Editing
9. Revision
10. Final Copy

Structure Instruction: Sample Lesson for Story Structure

T=Teachers' Possible Comments S=Students' Possible Comments/Questions

Day #1: Demonstration of How to Gather and Write Information from Social Studies Text When Structure Follows Story Form

T Last week we looked at passages written by authors of social studies text and identified the kinds of questions each passage answered. We saw that if we can tell the authors' organization, we can predict the kinds of questions they will answer. This week we are going to learn how to use the questions to locate information in our social studies text. We'll use one of the text forms we've been studying to help us find and write the answers to our questions.

T Let's practice how we can use the questions to locate information in our texts. I want you to open your social studies text to ("Children of the Middle Waters," pp. 89-93 in America: Past and Present"; "An Eskimo Family of Long Ago," pp. 40-42 in Exploring: Regions of Latin America and Canada).

T Read this section to yourself. Try to figure out what form the author is using (e.g., story or narrative, explanation, compare/contrast, problem/cause, or problem/solution).

S Story (also accept narrative: If they don't provide the correct answer, T may want to point out some of the characteristics of the text selection related to story, e.g., "Does it tell who the story is about?" "Does it tell where the story takes place?" etc. "So what type of structure is it?")

T What questions does a story answer? If you can't remember, look at your writing handout. (Elicit questions for story form--Who? When? Where? What happended first? second? third?, etc. Try to get students to internalize types of questions stories answer).

T Are there any other things you noticed in this text that led you to believe that this was the story form? (e.g., names of characters, descriptions of events and when they happened, explanations of what people did or thought, presence of key words, dialogue, etc.)

T Notice that the social studies author not only told a story about a person, the author also provided information about the Eskimo/Indian culture in which the person lived. What type of information did you learn from this story?

(From this discussion, point out that a story form in a social studies text not only tells a story about a person, but it provides important information about how people in a certain culture or time live, including how they grow or get food, what types of things they make, what their customs are, what their daily routine might be like, etc.)

T We're going to write a story for a social studies text just like your author has done in this story. In your story, you'll tell about a specific culture and/or historical time through the eyes and ears of a person that you are going to create. First, however, let's study this passage and talk about how your author might have gone about the process of getting information for this story about Eskimos/Indians. How do you think the social studies author gets factual information to include in the story?

S By reading books or doing research in the library. (If incorrect, ask how they would go about the process of getting information for a paper they were writing about a country, historical time, etc.).

T That's right. Authors do research and make notes as they read just as you might do when you write a story or report. Once the author has

located and gathered the factual material about a country or society, however, something else has to happen before the author writes a story like this one. Remember, the information the author has gathered in his or her research is very factual. Their notes and research materials are not written in the story form. Yet the story we just read not only has facts about a society, it has additional information that goes beyond the facts--it tells about a person. So, what does the author have to do next--after gathering all of the factual information--in order to write a story like this one?

S Try to make up a person who lived in the society. (Elicit from students that author might examine the information gathered and try to create a person who shows many of the things about the culture and society that is important for students to know.)

T That's right. Textbook authors use the story form and make up a story about a person that tells us about a person in a specific culture or historical period. Through that person, we learn what happened and when it took place. By making up a person, we see that textbook authors sometimes go beyond the actual facts to make stories interesting or more complete.

T How do you think the authors might have used the questions and worksheets we've been studying in helping them plan, organize, and write their stories?

S It might help them . . . (Elicit that it might be used in planning the story by helping the author: (a) gather facts, (b) know what questions to answer, and (c) decide what information to include. In organizing the story, the worksheets help the author know what to write first, second, third, etc. In writing the story, the author knows what key words to include and can use the guide to help them check to see that the story is complete).

T So the worksheets we've been using can be a useful tool to help an author gather information, write it into a story, and check it. Let's see if that's what your author did. We're going to use the worksheet that you completed last week to study this story carefully. As we do this, keep in mind that you're going to have to write your own story next, although it won't be about a person that tells us a lot about the culture or time in which the person lived. We'll also see how the questions help us find information in our social studies text.

Note: Next portion of the lesson involves Overhead with Questions from Reaction Guide:

T Read question 1 to yourself and then look in your text to find the answer to the question. Raise your hand when you think you know the answer. (Continue until questions are done. Try to elicit facts they learned about Eskimos/Indians while learning about the person and what happened, first, second, third, etc.)

T Look at the way the author organized this section to make it easier for us to understand and to follow. For example, what key words did you find that told you what kind of paper it was?

T Did the author do a good job at answering the questions and organizing the story so that if followed the story form? Were all the parts there?

Pattern Guide Overhead on Stories

From Appendix F

T This can give you a picture of a story's organizational form. The beginning tells you the basic information about who, when, and where it takes place. It also gives you an idea of what the story will be about. The middle tells you the events and what happened first, second, third. Finally, the end tells you what happened in the end. Each time there is a new event, the change is signaled by a key word or phrase.

Note: You may want to relate the information in the overhead to information students just read about. Use actual information from the text and fill out the overhead or verbally give examples.

T Who can think of another story that might be written about another Eskimo/Indian person?

S The author might write about the mother or sister.

T What facts or information about the Eskimo/Mayan culture might be included in such a story? (If students have difficulty answering this question, tell them to look back at their social studies text.)

T Would such a story include different information than this story did? Would some parts of the story be same? (Elicit discussion.) Does the social studies text tell you everything you'd need to know to write a story about that person?

S No.

T Right, some of the information has to come from your own experience. For example, you might use what you know about getting up in the morning or preparing breakfast to tell what it might have been like for an Indian/Eskimo boy or girl.

Review: We have just looked at a social studies story that answers questions about _____ (Eskimos/Indians). We saw how the author decided on what information to include and how it was organized.

What questions do social studies texts written as narratives or stories answer?

What kinds of key words do they use?

How are the ideas organized?

How does the author go about the process of gathering information for a story that tells about a specific culture?

Tomorrow, we're going to try this entire process ourselves to plan how you can write a story for a social studies text. We're going to gather information for our story, create a person that our story is going to be about, check to see that we have all the answers to our questions.

Day #2: Gathering Information from Social Studies Text and Writing a Story Using Story Structure

T Yesterday we used an actual example from our social studies text that showed how the story or narrative was written. Today we are going to practice planning for a story using information from our social studies text. We'll use our social studies text and planning sheets to help us gather information for a story. And we'll see how the social studies authors complete this process when the social studies text isn't written in the story form.

T Open your social studies book and turn to page ____ (pp. 165-168, "Trouble in Boston", in America: Past and Present; pp. 50-53, "The Mayas--Builders and Astronomers", in Exploring Regions in Latin America and Canada).

T Let's imagine that we are writing a story about _____ (one of the men who participated in the Boston Tea Party/a farmer in the Mayan village).

T We're going to complete the Planning Sheet for Story for this section. This is the process that your author might have completed in gathering information during a research phase. Since this section of the Social Studies section isn't actually written in the narrative form, we may not find all the answers to the questions on the Planning Sheet. (Remember, sometimes the authors answer all the questions RIGHT THERE in the story, like in a single sentence of the story. Sometimes you have to THINK AND SEARCH for answers. They are in the text, but the answer is found in several different sentences. Sometimes, you can figure the answer out ON YOUR OWN, by thinking of things you already know or have learned about in the past. The answer isn't exactly in the paragraph, but you can figure it out because of what you already know).

T Read this section of the story to yourselves. Think of the questions as you read this story and see if you can find the answers to the questions.

Since we will practice writing this information up into a story, pay attention to the facts and details since you'll want to include as many interesting details and facts from the social studies text as possible.

T Is this text actually written in the story form?

T So what we will have to do in order to write a story? Think of your Writing Handout and think how the social studies author had to go about the research and writing process in order to write a story for a social studies text.

T That's right. We're going to gather information from the social studies text that answers some of the questions that we need to answer in the story form. When we have questions that aren't answered, we'll have to generate our own answers to the questions.

Note: Follow the questions on the Planning Sheet. Guide students in collecting information from the social studies text and complete the planning sheet with students. Point out what the social studies text gives some information about when and where, but doesn't tell us who the story is about. Explain that some parts and answers are there, but some parts are still missing (e.g., Who was part of the event, how that person was described, etc. Use the Overhead on the Planning Sheet to record/model how to complete the planning sheet.

T Let's practice how we might write a story from this information. Can anyone think of someone they might be able to write about?

1. Elicit several possibilities. For each possibility, have them look back at the social studies text and look at the types of facts that they might include. Explain that they might include different facts in stories about different people and in telling what happened first, second, third, etc.

2. Explain and model how students might take notes and how details from the text might be written in the margins or using phrases to help record important facts that they will want to include in the story.

3. Ask students if there are things they know about heavy taxation/farming that they might be able to add to the story to make it more interesting or complete. Record answers on planning sheet.

T Look at your planning sheet. If we were going to write this story, where would we put that information? How would we organize it?

Note: The organizational pattern from the review week materials may be substituted or used in addition.

Pattern Guide Overhead on Stories

From Appendix F

T Which questions would be answered in the beginning? middle? end?

T What key words would we use to signal shifts in time? Where would those key words go?

T Now who can tell me what our story might be?

Days #3/4: Gathering Information

T Today you will begin the process of gathering information for your own stories by completing the Planning Sheet. As you complete the sheets and before you write the story, you will need to decide who the story is going to be about, then fill in the missing pieces by thinking of things you already know or have learned about in the past. Then you can write a story about the person and which includes information that you've gathered from the social studies text. Once you've decided upon the person you are going to write about, you may need to look back again at the social studies text to see if there are other facts or details that you wish to include that will help us better understand that culture and which might help us understand what happened first, second, third.

1. Review writing process and writing stages (planning, first draft, revisions, final draft).

2. Remind students that information comes from the text and their own experiences.

3. Remind students that this is the process the social studies author probably used.

Day #5: Organizing and Writing the Story Form.

T Before you begin to write your stories, let's review how stories are usually organized. (Put up second overhead that shows the visual organization of stories). The first part of your story should tell who it's about, when it happened, and where it happened. A major part of the next part of the story tells what happened first, second, third, and fourth. Finally, a story tells how it ended. When you write your story, think of the questions and put the answers to your questions in this organizational form. This will help you to write good stories, just like the authors of your social studies texts did.

T Keep this organization in mind as you write your stories. What key words, also, should you use when you write the Story form? (Remind students that use of this organization and key words will help them write a good story.)

T Today you are to write your stories into the story form. As you write, use your planning guide. It contains the important information and details that you've gathered in the research phase. You've also added to those details by deciding who you are writing about and including information that may not have been answered by your social studies text.

Students write story on First Draft Form.

Day #6: Completion of Revision Form

Begin with a review of what students have done in first three days.

T In addition to gathering information and writing the information up, authors also have to check their writing to make sure that it is complete. We can use Revision Form to help us check our stories to see that they are clear and complete. The Revision Form has printed on it the important questions that you need to answer in your stories, it asks you to circle the key words in your story, and it has you number the events that happened first, second, and third. We completed a similar type of form when we completed the Reaction Form for the passages written by the social studies authors. However, this form has a few additional questions to help you think about what you have written and how it might be changed. All good social studies authors have to revise what they've written by asking themselves questions and by thinking how it might be changed.

Have students complete Revision Form with their own stories and plan revision. Tell them that they may make notations on their First Draft Form to help them plan the revision.

Day #7: Final Copy Form

Appendix F

Review Week Materials And Sample Lesson

For Explanation Text Structure

*Stories *(Narration)

Who?

When?

Where?

What happened?

soon 1st

after a few days 2nd

later 3rd

suddenly 4th

How did it end?

Explanations

What is being explained?

What are the steps?

First, (1st)

Then, (2nd)

Next, (3rd)

Then, (4th)

Finally (last)

Compare / Contrast

What is being compared/contrasted?

On What?

both same

Alike?

Different?

in contrast to

On what?

similarly

Alike?

Different?

however

On what?

Alike?

Different?

Problems ↙ Causes
↘ Solution

What is the problem?

because What caused it?

as a result What was a solution?

Step 1

next Step 2

then Step 3

DAY ONE: EXPLANATION

T = Teachers' Possible Comments S = Students' Possible Comments/Questions

T We're nearing the end of the year. We're going to look back on what we've been doing, and we'll talk about how it will help you when you go to your new school. One thing we've spent a lot of time on is how to write and organize papers for social studies texts. In the writing process we've been using, you've been gathering information for your social studies paper that answers certain questions. You've been writing this information on your green planning sheets, writing first drafts, and revising your first drafts for final drafts. Let's review how you perform each of the steps of the writing process.

A. Review Steps of Writing Process (What, how, why, when)

NOTE -- The focus of this section is the "HOW" of the writing process. POINT OUT THE FOLLOWING: (For each step ask, "What is the next step? How do you do it? Why is it important?")

First Step

What's the first step? (Completion of planning sheets)
How do you complete this step? (Use questions to gather info.)
What do you record on the planning sheet? (Answers to Quest.)
Why is this step important? (Helps you gather info., organize ideas.)

Second Step

What's the second step? (Write first draft)
How do you do this step? (Turn notes on planning sheet into written compostion. Use questions and keywords to write information.)
Why is this step important?

Third Step

What's the third step? (Edit & revise first draft.)
How do you do this step? (Use revision sheets.) Bring out ideas:
*you use revision sheets help you focus on making sure that your social studies paper is complete
* you check to make sure that you've added key words
* you check to see that all questions have been answered
* you think of ways that first paragraph tells exactly what text form you are using . . . e.g., problem/solution text begins with something like, "The colonists faced a major problem of finding food to survive the winter" or "I have a problem. My problem is . . .".

* you check to see that plans for revision are incorporated into final draft

Fourth Step

What's the next step? (Write final draft.)
How do you do this step?
Why is this step important?

B. Review When to Use Writing Process

1. When to Use Entire Writing Process

T Why do you think what we've been studying is important? (Discussion)

T Next year you are going to middle school. Can you think of writing projects or assignments when you might use these steps and the text forms to write a paper?

S Writing reports, etc.

T What if you didn't have the planning and revision sheets when you are asked to write reports in middle school, what can you do? How can you do it?

NOTE--POINT OUT THE FOLLOWING:

*Develop own planning sheets (Discuss how they might do this)
*Think of planning, first draft, revision, and final draft steps
*Provide an example or two
*Have students consider how knowledge of different text forms can be useful during writing

2. When and How to use Text Forms on First Drafts

T We've been talking about times in middle school when you are given an opportunity to think about a paper and edit or revise it. Sometimes, however, you won't have a chance to revise your drafts and rewrite them. Can you think of times or situations when you will be asked only to write and turn in your first draft?

S Tests, in-class essays, etc.

T This week we are going to practice using what we know to write good first drafts. We're going to see how you can use guides that are almost like pictures--we'll be calling them pattern guides--to help you write first drafts. We're going to focus on how to organize, plan, and picture the

ideas of your paper to make your first draft a good one. You can use the strategy whenever you are asked to write a paper, but it's especially important when your first draft is your final draft.

C. Review Questions/Keywords for Two Text Forms per day

T Let's begin with a review of the questions and keywords that belong to certain key forms. Since you won't always have your writing handouts with you, you need to try to remember these. Don't look at your Writing Reaction Form now, but think of questions and keywords for each of the text forms. (If students have difficulty, have them look back at their Reaction Forms, then cover up the Reaction Forms as you repeat the questions.)

NOTE--PICK TWO TEXT TYPES PER DAY FOR REVIEW. FOR EACH, ASK:

(Go over two per day. By the end of the four-day review, you will have reviewed each form two times.)

* What are the questions that the text form answers?

* What are the key words that belong to that text form?
(If students have difficulty, have them study reaction form for one minute, then close folders. Repeat questions so that they memorize/internalize questions & keywords)

D. Demonstration of Pattern Guide (Notetaking: Explanation passage)

T I'm going to hand out a pattern guide for the explanation text form. We're going to do three things with this handout. First, we're going to practice using this guide by having you take notes as I read a passage. Then you're going to use the guide to plan and organize your own first drafts. Finally, you're going to take the ideas that you've recorded on the pattern guide to write a first draft.

(Distribute Handouts.)

NOTE: Have students compare pattern guide and planning sheet

* have students compare them to see that pattern guide is variation of planning sheet

* have students see that they give the same answers (questions) for the explanation form

* guide students to see that the order to questions is the same on each--pattern guide, especially, shows how to organize answers

T The first thing I want you to do is to take notes and practice recording information in the boxes shown on the guide. I'm going to read an explanation to you. As you listen to it, I want you to write down the information that answers questions for the explanation form. Look at your guide. What information will you listen for and record on the guide sheet?

T Are the key words you should listen for listed on the pattern guide? What are the key words?

T Where will you record the information? (Review procedure.)

T (Read the following aloud):

> Washing clothes is really quite simple. First, you gather up the dirty laundry. You may have to go to several places to gather all the dirty towels, sheets, and dirty clothing. The second step is to sort the clothes by color. Dark clothes go in one pile, light clothes go in a second pile. Third, you put the sorted clothes into the washing machine and add soap. You measure the soap carefully based on the amount of clothing you have. Fourth, you check the temperature gauge to make sure that the water will not be too hot or too cold. Finally, you turn the washing machine on.

T Let's check how you did.

NOTE--REVIEW ANSWERS IN EACH BOX. AT END OF REVIEW, POINT OUT THE FOLLOWING:

Have students consider how each can box can be restated as a sentence

Have students look to see where key words go. Ask them what the key words do. Ask them to read the boxes with key words--have students restate the ideas in the box using the key words and ideas to form complete sentences and thoughts.

Have students consider how they could use their knowledge of the guide and key words on first drafts. Where do key words go? How should they start their explanation? (What goes in first paragraph? What should the first paragraph say? i.e., "There are many steps in washing clothes.")

Have students consider whether boxes are new paragraphs or where new paragraphs might begin. Reinforce notion that students may want to elaborate on an idea in a box by adding another sentence that provides supporting details. Select a student or several students to demonstrate how they can add further detail for a particular step listed on their pattern guide.

E. Students Use Pattern Guide to Plan Explanation First Draft

T Turn your pattern guide over.

T You're going to complete this pattern guide yourself in preparation for a paper you are going to write. Whenever you are asked to write an explanation form, think of this guide to help you plan and organize your papers. By picturing this guide in your head--knowing what the questions are and what key words to use--you can write better first drafts even if you don't have planning sheets. You can even take notes for first drafts on notebook paper, using this guide to help you plan and organize your paper. (Elaborate, if you wish.)

T Today you're all going to write about the same topic. One thing that everyone in this class shares in common is that all of you are going to a new school next year. (Discussion)

T All of this week we are going to write about the same topic--going to middle school. But by using a different text form each day, you'll see how the same topic can provide different information based on the text form that you use.

T Your writing assignment today is "Explain the steps that one should follow in getting ready for the first day of a new school at middle school." (Elaborate)

T Jot down your ideas for the paper by recording the information you wish to include in the boxes of the pattern guide. The key words should help you know what information to include and where it goes. If you have time, you might want to add details to tell the reader more about each step.

NOTE--ALLOW SEVERAL MINUTES (8-10) FOR STUDENTS TO RESPOND.

F. Rehearse How Information Can Be Written into Paper

Sample students' responses. Have several students tell "What is being explained in their paper," and "What one should do first, second, third, etc."

After discussing several papers, pick one student's paper. Using it as a model, read the information the students recorded in each box (do one at a time), then ask the class to say how it could be reworded into sentences and/or paragraphs. Continue until students have responded to all of the information. POINT OUT THE FOLLOWING:

* Have students consider how each box can be restated as a sentence

* Have students generate sentences and ideas that are signaled with appropriate key words

* Have students offer supporting details to round out some of the steps of getting ready

* Have students discuss paragraphing and organization of sentences

* Have students look at their own papers and ask them to consider if they know how to do the same with their papers. Answer questions they might have.

G. STUDENTS WRITE FIRST DRAFT

Give students 10 minutes to write their first drafts using their pattern guides to assist them during the writing.

H. REVIEW EXPLANATION FORM

Review what are the questions that the explanation form answers. Review what key words belong with the explanation text form.

Review what next steps would be if they had time for revision, editing, and final drafts

Collect writing pattern guides and samples.